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AUTHOR Miller, Harold J.
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ABSTRACT

The Miller Motivation Scale is a 160-item computer scored scale. It was developed to measure quickly and easily and display the motivational profile of the client. It has eight subscales. Five subscales measure encouragement, self-fulfillment and social interest. They are called Creative, Innovative, Productive, Cooperative, and Power. Three subscales measure discouragement, self-defeat, and selfish interest. They are labeled Attention Getting, Revenge, and Give-Up. A test-retest reliability was conducted to determine the stability of the subscale scores. The subjects of the study were 180 Faculty of Education Students. The test-retest results indicated that the Creative, Innovative, Productive, and Cooperative subscales have a high degree of reliability for this type of measurement device. The Attention Getting, Power, Revenge, and Give-Up subscales showed a lower test-retest reliability. The relationships between the Miller Motivation Scale subscales and the Creative Behavior Inventory and the structure of Intellect-Abilities Assessment were studied to determine the concurrent validity of the Miller Scale. The results supported its general validity. There is a growing amount of clinical evidence that the Miller Scale accurately reflects the kinds of motivation that are important for both prediction and counselling. (JAZ)

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Harold J. Miller, Ed. D.
Faculty of Education
University of Regina
Regina, Saskatchewan Canada
S4S 0A2
(306) 584-4612

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THE MILLER MOTIVATION SCALE: A NEW COUNSELLING AND RESEARCH TOOL

This paper will be divided into four parts: (1) a brief introduction, (2) an overview of motivation theory, (3) psychometric properties of the Miller Motivation Scale and (4) school uses for the Miller Motivation Scale.

Part 1: Introduction

The Miller Motivation Scale is a 160 item computer scored scale. It was designed for use in agencies, business, and schools. The computer analysis produces a graphic and a written report for each of the eight subscales. The scale is currently priced at $3.50 per student.

The purpose for the initial development of the Miller Motivation Scale was to provide a way to measure a broad spectrum of both positive and negative human motivation. It was determined that the scale should provide both normative and ipsative information for high school students and adults.

The conceptualization of the Miller Motivation Scale was based on a perceived need in counselling. One of the difficulties in attempting to help the individual client to change has been the psychologist's inability to understand enough of the client's view of the world to determine the client's motivation. This lack of information has been costly in terms of both client and therapist time and money. In addition, it has often led to inappropriate and ineffective counselling.

The Miller Motivation Scale has been designed to enable the trained psychologist to quickly and easily measure and display the motivational profile of the client. The resulting display presents a profile which shows the interaction of eight components of the client's motivation. The information enables the counsellor to achieve the kind of insight into the client's world that permits the psychologist to provide highly effective therapy in a very short period of time.

Part 2: Theoretical Considerations

Motivation

Atkinson (1958) stated that a motive is conceived of as a disposition to strive for a certain kind of satisfaction, as a capacity for satisfaction in the attainment of a certain class of incentives. Some motives produce the experience of satisfaction, pride in accomplishment, or a sense of belonging and being warmly recieved by others or the feeling of being in control and influential. Other motives produce feelings of failure, a sense of not fitting in, not belonging and the sense that one has little or no control over their lives.

A motive may produce many kinds of actions. The motive may (1) activate a behavior, (2) determine responses, (3) maintain behavior and (4) discriminate between various kinds of stimuli.

It is possible to have (1) healthy motives, (2) unhealthy motives, (3) unclear motives and unclear motives and (4) conflicting motives. The relative balance between these different types of motives determines to a large degree how well each of us will function in the environment.

Healthy motivation furthers the social good, enables the individual to be independent and responsible, promotes effective problem solving, leads to self-actualization and leads the individual to seek socially acceptable ways of achieving their goals.

Unhealthy motivation encourages selfish behavior, promotes dependent and irresponsible behavior, satisfying more primative needs and leads the individual to seek socially unacceptable ways of achieving their goals. Most importantly unhealthy motivation leads people away from effectively working with other people. Such individuals are left with the feeling that they don't belong or that they don't fit in.

Unclear motives cloud an individual's goals. Unclear goals make it unlikely that a person will be able to focus their intelligence, energy and skills well enough to produce the kind of results that will bring satisfaction

either to the individual or to society. The primary result of unclear motives is that the individual's full potential is never reached.

Conflicting motives produce a house that is divided against itself. The person trying to provide therapy with this kind of client doesn't know how to respond to the client because one time the person will respond one way and the next time the client will respond in another way. The result is that the client is seen as being unpredictable. The client is quickly isolated from other people because of this inconsistent behavior.

A group of researchers; Adler (1956), Atkinson (1966), Dreikurs (1950), Gordon (1976) and Maslow (1959) have isolated a cluster of eight motives that seem to exert a great deal of influence on the thought and behavior of individuals. The eight motives describe how clients believe they will get the things that they want from life. They also provide a view of the way in which the client plans to "fit in" as they try to manage their life.

Motives that Produce a Healthy Personality

Maslow (1959) and Atkinson (1966) described a number of traits that are considered to be central to the development of a healthy personality. They include: (1) high self-esteem, (2) self-confidence, (3) feelings of belonging, (4) independence, (5) concern for mankind, (6) cooperativeness, (7) responsibility, (8) achievement, (9) courage, (10) realistic views of self and the world and (11) persistence.

Most of the positive qualities were included in five subscales of the Miller Motivation Scale: creative, innovative, productive, cooperative and power. It was believed that the scores on the five subscales could be used to determine the individual's level of motivation. It was further believed that there would be a relationship betweent the level of motivation and one's general level of functioning in life.

Motives that Produce an Unhealthy Personality

Healthy motives taken to the extreme become unhealthy motives in

the individual's life: the neurotic need for affection and approval, neurotic need for a partner to take over one's life, neurotic need to restrict ones life within narrow limits, neurotic need for power, neurotic need to exploit others, neurotic need for recognition and prestige, neurotic need for personal admiration, neurotic ambition, neurotic need for self-sufficiency and independence and the neurotic need for perfection and unassailability.

Such maladjustments are caused by five basic mistakes: misperceptions, denial of one's worth, unrealistic demands for security, holding faulty values and overgeneralization. These mistakes make it impossible for the individual to solve problems by common sense and for the social good. Instead, solutions are found which are selfish and which promote personal superiority at the expense of others. Such solutions make it impossible for the individual to find healthy motives or to bring about desirable changes in their lives.

Unhealthy motives are primarily measured by three subscales of the Miller Motivation Scale: attention, revenge and give-up. They are also measured by extreme scores on the other subscales.

Individuals with high scores on the three subscales have of a great deal of discouragement. The high scores are an indication that the individual is motivated by the belief that they can not be successful in life. They use negative attention getting, revenge and give-up to relate to the world. They are discouraged by what they have tried to do to be successful. They have concluded that they must get even with other people or have decided that they can't have an effective life and have given-up.

Part 3: Descriptin of the Miller Motivation Subscales and Technical Considerations

Subscales that Measure Encouragement, Self-fulfillment and Social Interest

Creative The person possessing the creative cluster of motives has reached the goal of perfection in a positive way. The person believes that the way to get the things that they want in life is approach life from the creative point

of view. They believe that they will "fit in" if they relate to other people in creative ways. This individual possesses a high level of social interest. The result of the creative cluster of motives is that the individual is able to start from a near zero level of structure and bring something new into existence. The creative individual's personality is intact. That enables the creative individual to focus their intelligence and skills on any desired project. The creative individual has reality in perspective. The creative individual has the ability to go beyond "what is" to "what could be". Many such individuals perceive that they have a "calling" in terms of how they should serve mankind. They have lofty ideals which they apply in their lives. They use their values when they deal with other people and when they interact with their environment. The creative individual also displays a great deal of personal courage when interacting with the environment. Thus, the creative individual often has a very balanced and wholesome lifestyle. This person believes that that the way to belong in the world is to create and to show others the way.

Innovative The innovative cluster of motives produces a person who is quite secure. The innovative person is largely free from neurotic needs. These individuals believe that they will get the things that they want from life by being innovative. They use more practical and real-world oriented strategies than the creative individual. They still have a wide range of mental and physical exploration available to them. Thus, the innovative person is able to take an existing set of laws, customs, rites or practices and introduce changes that are required to make them more effective. The innovative person often takes a point of view of "live and let live". The innovative person can tolerate the wide range of ambiguity that is necessary to make reasonable changes in life. This person is very comparable to Maslow's self-actualized individual. This person believes that the way to belong in the world is to make the world a better place to live in through carefully planned advances.

Productive The cluster of motives found in the productive person is similar to those described by Atkinson (1966) as high need achievement individuals. People who have high scores on this subscale believe that they will get what they want in life by producing goods and services. They are often small

calculated risks, careful planning and checking progress with an emphasis on the use of skill and the conservation of time. The productive person tends to be restless. The productive person fits into the social group. They frequently use the amount of money they earn as a way of keeping score on how successful they are. They focus their energy on production of goods and services. This person believes that the way to belong is to be responsible and productive.

Cooperative This cluster of motives enables the individual to work effectively as part of a team of people to achieve mutually satisfactory goals. The cooperative person believes that the way to get the things that are important in life is to cooperate with other people. The key to understanding the cooperative motive is to understand that this person gets security from being part of a group. The cooperative person believes that all changes that are made should be made by the group for the benefit of the group. This individual believes that superior results are achieved through group effort. The cooperative individual is able go give credit to others and share the glory of a job well done. Their level of self-acceptance is sufficiently high to enable them to risk self and their ideas with the group. The cooperative individual believes that the way to belong is to merge individual and group needs.

Power The cluster of traits that make up the power motive gives the individual the ability to influence the social and physical environment. People who have high power subscale scores believe that they will get the things that they want from having power. Power may derived from personal characteristics such as intelligence, skill and confidence. It may also result in someone who takes charge, produces results and effects change. Such people are potent and energetic. The person who has a strong power motive believes that the way to belong is to have as much control as possible over the environment, others and self. They are the people who make the establishment function.

Subscales that Measure Discouragement, Self-defeat and Selfish Interest

Attention Getting The cluster of traits underlying the attention getting motive has the effect of focusing attention on the individual. The positive

manifestation of attention getting focuses on high performance. People who have high attention getting scores believe that they will get the things that they want from life by drawing attention to themselves. The attention getting shows up in work, play, relationships and in most areas of life. Up to a point attention getting provides positive rewards for the individual and for society. Beyond that point attention getting is dysfunctional. Negative attention getting is driven by the need to be noticed at all costs. Negative attention getting is often harmful to self and to others. Negative attention getting may include things like wearing bizzare clothing, dangerous driving or suicide attempts that are designed merely to get attention.

Revenge The cluster of motives that make up the revenge motive are essentially negative in nature. People with high revenge scores are discouraged people. They no longer believe that they will get what they want from life. Revenge is a spiteful, wrong or malignant act that is used in order to gratify one's bittter feelings. It involves the deliberate infliction of injury in return for real or imagined injury recieved from other. Vicious, violent, brutal, dishonest, cruel and defiant behaviors characterize this motive. Large numbers of people use low levels of revenge to defend personal rights or territory. Higher levels of the revenge motive often put the individual in trouble with the authorities for stealing, property damage, drinking, drugs and other socially undesirable behavior. The basic orientation is selfish. The vengeful person believes that if it is possible to fit in at all it is by keeping other people at a distance and by guarding self and all possessions against invasion. It seems like a fortress mentality.

Give-up The cluster of traits underlying the give-up motive are related to hopelessness, clumsiness, ineptitude and general ineffectiveness in dealing with self, others and the world. The person shows extreme discouragement and almost no social interest. Such people often feel like they can't win. The person gives the impression that they have given up on themselves and that they want you to give up on them too. They often seem like they believe that they want only want to be left alone. The people with high levels of the give-up motive are characterized by being controlled by outside forces. They tend to concentrate on the threat of punishment or the loss of rewards. Such people seldom seek to confront the environment or seek novelty in their lives. These individuals do not feel like they belong in the world. Most of their behavior is self-serving even though it is usually ineffective.

Reliability

Test-Retest Reliability

A test-retest reliability study was conducted to detrmine the stability of the subscale scores. The study was conducted using 180 Faculty of Education Students during the 1985 fall semester.

The initial test was completed during the last week of September, 1985. The retest was completed during the first week of December, 1985. The time between the test and the retest was approximately two months.

The results of the test-retest analysis is exhibited in Table 1.

Table 1
Test-retest results for the Miller Motivation Scale subscales

Subscale	Correlation
Creative	.80
Innovative	.89
Productive	.69
Cooperative	.84
Attention	.63
Power	.61
Revenge	.58
Give-up	.59

The test-retest results indicate that the creative, innovative, productive and cooperative subscales have a high degree of reliability for this type of measurement device. The level of reliability indicates that it should be possible to make individual level decisions using the scale results. The attention, power, revenge and give-up subscales haver lower test-retest reliabilities ranging form .58 to .61. While these subscales are less reliable than the other subscales, they are clearly at an acceptable level of reliability.

Table 2

Approximate Upper Limits of Validity Using the Square Root of Reliability to Predict Validity

Subscale	Maximum Validity
Creative	.89
Innovative	.94
Productive	.83
Cooperative	.92
Attention	.79
Power	.78
Revenge	.76
Give-up	.77

Using this approximation, there is a minimum of 6% variance and a maximum of 23 % variance between what the subscales proport to measure and what they actually measure. Due to the greater social undesirability of traits like attention, power, revenge and give-up and the limited circumstances under which our society condones the manifestation of these traits, this level of variance seems acceptable.

Concurrent Validity

Data presented in Table 3 , Table 4 and Table 5 were used with permission from an unpublished master's thesis (Bailey, 1987). Table 3 indicates the relationship between the Miller Motivation subscales and the Creative Behavior Inventory

Table 3
Pearson Product Moment Correlation Coeficients Between Miller Motivation Scale subscales and Creative Behavior Inventory subscales (N-66)

Motivation	CBI-total	CBI- Figural	CBI-Semantic	CBI-Symbolic
Creative	.25*	.20	.38**	.14
Innovative	.09	.04	.27*	.09
Productive	.03	-.06	.17	.15
Cooperative	-.00	-.08	.28*	-.09
Attention	.15	.10	.31*	.07
Power	-.16	-.21	.05	.03
Revenge	-.07	.17	.19	-.09
Give-up	.06	.00	.09	.05

* significant at the .05 level
** significant at the .01 level

Table 3 indicates that significant positive correlations exist between the creative Miller Motivation subscale and the CBI-total score and the CBI-semantic subscale. Table 3 also indicates a significant positive relationship between the innovative subscale and the CBI-semantic subscale. In addition, there is a significant positive correlation between the cooperative subscale and the CBI-semantic subscale. The only other significant correlation that exists was between the attention subscale of the Miller Motivation Scale and the CBI-semantic subscale.

This information seems to indicate that the creative subscale of the Miller Motivation Scale measures some of the same components as are measured by the Creative Behavior Inventory. This lends support to the notion that the creative and innovative subscales measure what they are designed to measure. Thus, they have some demonstrated validity.

Table 4

Pearson Product Moment Correlation Coeficients between: Miller Motivation Scale and the Structure of Intellect - Abilities Assessment (N=65)

Motivation	SOI-Divergent Production of Figural Units	SOI- Divergent Production of Semantic Units	SOI-Cognition of Figural Transformations	SOI-Production of Symbolic Relations
Creative	.23*	.13	.14	-.04
Innovative	.09	.10	.05	-.03
Productive	-.19	-.04	-.15	-.25*
Cooperative	.19	-.05	-.11	.07
Attention	.39**	.19	.02	.29**
Power	-.32**	-.06	.16	-.15
Revenge	-.07	-.16	-.04	-.15
Give-up	.10	.01	.09	.14

* Significant at .05 level
** Significant at .01 level

Table 4 indicates that there is a significant positive relationship between the creative subscale of the Miller Motivation Scale and the divergent production of figural units. There is a significant negative correlation between the innovative subscale and the divergent production of symbolic relations. In addition, there is a significant positive relationship between attention and the divergent production of figural units and the divergent production of symbolic relations. Finally, there is a negative significant relationship between the power subscale and the divergent production of figural units.

These results are in the expected direction. They indicate the Miller Motivation Scale relates to the Structure of Intellect-Abilities Assessment measure in ways that are consistent with the theory that was used to construct each instrument. The findings support the general validity of the Miller Motivation Scale.

Table 5

Pearson Product Moment Correlation Coeficients Between: Miller Motivation Scale subscales and the Personal Orientation Inventory (N=64)

Motivation	POI Time Competent	POI Inner Directed	POI Self-Actualizing Value	POI Existentiality	POI Spontaneity
Creative	.16	.30**	.40**	.23*	.25*
Innovative	.13	.34**	.52**	.28**	.42**
Productive	-.07	-.07	.20*	-.18	.01
Cooperative	-.12	-.03	.15	-.01	.11
Attention	-.14	-.08	.08	-.12	-.06
Power	.14	.17	.22*	.05	.19
Revenge	-.08	-.19	-.09	-.13	-.01
Give-up	-.15	-.19	-.11	-.11	-.03

* Significant at the .05 Level
** Significant at the .01 Level

Table 5 indicates that the creative and innovative subscales are significantly correlated in a positive direction with the POI- inner directed, self-actualizing value, existentiality and spontaneity subscales. In addition, the power subscale is significantly correlated with the self-actualizing value subscale of the POI. These findings suggest that the Miller Motivation Scale subscales are related to positive and healthy aspects of the personality as measured by the POI. The findings also suggest that the Miller Motivation Scale is primarily a personality measure. The remaining Miller Motivation Scale subscales correlate in the expected direction with the subscales of the POI.

Clinical Validity

There is also a growing amount of clinical evidence that the Miller Motivation Scale accurately reflects the kinds of motivation that are important for both prediction and counselling. While this evidence does not lend itself to traditional statistical analysis, it is an important kind of validity for the practitioner.

Part 4: School Uses for the Miller Motivation Scale

The primary use of the Miller Motivation Scale in the schools is to facilitate effective counselling. The pattern of motives gives an early warning that can be used by the counsellor or administrator to help those students who are likely to experience difficulties in their school experience. A proper intervention can then be devised to enable the student to be more effective.

A second use of the Miller Motivation Scale is to document change and growth in the student. Most funding now requires the counsellor or psychologist to document that the intervention strategy used is effective. This scale provides one way to document student growth from the starting point of the intervention to the end of the intervention.

A third use of the scale is to select students into programs. Limited resources demand that the best use be made of those resources. Thus, it is imperative to select the students into a program who will have the greatest chance of success. The Miller Motivation Scale is a low cost scale which has the ability to facilitate the selection process.

Conclusions

The Miller Motivation Scale is a new computer scored instrument that should prove to be useful to administrators, counsellors, and school psychologists. It should enable psychologists to develop more effective intervention. It should also be useful for a wide range of research and program evaluation.

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